



ACADEMIC SELF-EFFICACY IN RELATION TO PARENTING STYLES OF SENIOR SECONDARY SCHOOL STUDENTS OF HARYANA

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Abstract

This study was conducted to determine the relationships between academic self-efficacy and parenting style of senior secondary school students of Haryana. The participants were 404 senior secondary school students studying in private CBSE schools in Haryana who were identified by stratified random sampling technique. For the purpose of sampling the whole Haryana state was divided into five zones i. e North, East, South, West and central. One district from each zone was selected by random Lottery method i. e. Rohtak, Gurugram, Mahendergarh, Hisar and Ambala. From the selected schools (two from each district) 40 students (Male and Female) studying 10+1 stage were selected using lottery method making a total sample of 404. Perceived parenting styles were determined by adapting the Parenting Styles Scale developed by Lamborn, Mounts, Steinberg and Dornbusch (1991). Academic Self-efficacy scale for adolescents (ASESA) developed by Bhaker and Pasricha (2016) was used to measure academic self-efficacy of senior secondary school students. The data was analyzed using descriptive and inferential statistics. The Pearson Product-moment correlation coefficient was used to see the relationship between academic self-efficacy and parenting styles. T-test was used to compare male and female subjects in academic self-efficacy. The result of the study showed no significant relationship between Academic self-efficacy and Authoritative Parenting Style of male and female senior secondary school students. However, a significant positive relationship was found between Academic Self-efficacy and Authoritarian, permissive and neglectful Parenting Style of Male senior secondary school students. But no significant relationship was found between Academic self-efficacy and Authoritarian, permissive and neglectful Parenting Style of Female senior secondary school students. The study also showed a significant difference in academic self-efficacy of male and female students.



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INTRODUCTION

“The belief in one’s capabilities to organize and execute courses of action required to produce desired attainments” (Bandura, 1977).

The concept of self-efficacy was first introduced by Bandura (1977) almost four decades ago which is an important construct in his social cognitive theory. The theory holds

that self-referent thought mediates between knowledge and action, and consequently individuals evaluate their own experiences and thought processes through self-reflection. The process of self-reflection includes a focus on our beliefs about self, which in turn includes an evaluation of the extent to which we exercise control over our self. It is an evaluation of our control over our beliefs, values, attitudes, environment and behavior (Bandura, 1977, 1997). The focus on self in the sense of personal agency can be regarded as perceived self-efficacy. (Bandura 1977, 1997).

In social cognitive theory (Bandura, 1986), people are seen as self organizing, proactive and self-regulating, rather than as passively reacting organisms influenced by environmental factors or driven by hidden inner desires. In addition, it explains that an individual's functioning and activities are the outcome of a dynamic interaction of three important factors i. e. a person's behavior, personal factors (e.g., thoughts, beliefs, etc.) and environmental conditions. These three factors together exert mutual influences on one another.

“Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to produce desired effects by one's actions, otherwise one has little incentive to act or to persevere in the face of difficulties”.(Bandura, 2002)

It is the judgments people make regarding their capabilities to organize and execute courses of action that are needed to achieve the selected performance. Beliefs about the contingency between behaviour and expected outcome and these expectations affect the individual's choices of activities, effort and maintenance of behaviour.

“People's levels of motivation, affective states, and actions are based more on what they believe than on what is objectively the case.” -- Bandura

Efficacy beliefs vary between individuals and will actually fluctuate within an individual for different tasks (Bandura, 1997). In many activities, self-efficacy contributes to self-esteem (Bandura, 1986). Self-efficacy beliefs affect how people approach new challenges and will contribute to performance since these beliefs influence thought processes, motivation, and behavior (Bandura, 1997). Self-efficacy is not static and can change over time resulting from periodic reassessments of how adequate one's performance has been (Bandura, 1986). For example, in a college population, chemistry lab self-efficacy increased over the course of a school year whereas biology self-efficacy decreased over the same duration (Smist, 1993).

Bandura (1982b, 1997) places great emphasis on self-efficacy as a specific rather than a general concept. In this view, self-efficacy represents a dynamic, multifaceted belief system

that operates selectively across different activity domains and under different situational demands. For example, an individual with higher social self-efficacy is said to have greater confidence in his or her ability to interact with others socially. That is to say, people do not have the same level of overall sense of self-efficacy, rather, a person's level of self-efficacy beliefs depends on the nature of the task and the context in which that task is performed. This is the reason why self-efficacy has been studied extensively, within a variety of specific areas such as academic, social, career, clinical, athletics, and health (Bandura, 1997).

In the academic context, students' beliefs about their abilities to achieve academic tasks successfully, i.e. their academic self-efficacy beliefs are strong predictors of their ability to successfully carry out those tasks (Bandura, 1997; Skaalvik & Skaalvik, 2008). It is a multidimensional construct that varies according to the domain of demands (Zimmerman, 2000), and therefore it must be evaluated at a level that is specific to the outcome domain (Bandura, 1986; Pajares, 1996). Therefore, the self-efficacy which is pertinent in academic setting is academic self-efficacy, an individual's self-evaluation of his/her capability and/or chances for success in the academic settings (Robbins et al., 2004), which is the focus of the current study.

Chemers, Hu, and Garcia (2001) defined academic self-efficacy as "the ability and confidence of a student to master academic subjects and to make greater use of effective cognitive strategies in learning, manage their time and learning environments more effectively and monitor and regulate their own effort".

PARENTING STYLES

The way parents interact with their children has a direct effect on their development, their level of confidence and self-esteem, their sense of security, their emotional well-being, the way they relate to others, how they deal with authority, and their performance in school. Hence it's the overall pattern of interactions rather than one single act that shapes a child's behaviour. Parents develop various styles of interacting with their children.

Parenting styles, as defined by Baumrind, are "the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness" (Baumrind, 1966).

Demandingness: - Demandingness refers to parental behaviors and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioral problems of their children.

Responsiveness: -It refers to the degree to which parents instill independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children's interest, needs, and demands.

MODEL OF PARENTING STYLES

Baumrind (1966, 1967, 1973) identified that parenting styles fall into three main categories i.e., *authoritarian*, *permissive* and *authoritative* i.e. **authoritarian**- firm but not warm;

permissive - warm but not firm; **authoritative** -warm and firm These categories focus on four important aspects of family functioning, namely, nurturance or warmth, firmness and clarity of control, level of maturity demands, and degree of communication between parent and the child. Later, Maccoby and Martin note that these two dimensions jointly creates four types of parenting styles, three of which are quite similar to Baumrind's original classification and conceptualization of parenting styles. Their conceptualization adds the fourth type, *the neglecting* or *uninvolved parenting style* (i.e., neither warm nor firm).

According to Baumrind (1967, 1973) and Maccoby and Martin (1983), the four types of parenting styles and their typical characteristics are as follows:

AUTHORITATIVE PARENTING STYLE

A parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning.

AUTHORITARIAN PARENTING STYLE

A parenting style marked by parental behaviors that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. **PERMISSIVE PARENTING STYLE**

A parenting style, at the other extreme, characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. As a parenting style, permissive parenting is characterized by low behavior control (demandingness) and high parental responsiveness (warmth).

NEGLECTFUL PARENTING STYLE

This style of parenting is low in both dimensions (i.e., the degree of responsiveness and demandingness) and which is believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development (Maccoby & Martin, 1983). Thus the neglecting/uninvolved parenting style is thus characterized by low behavior control (demandingness) and low parental responsiveness (warmth).

ACADEMIC SELF- EFFICACY AND PARENTING STYLES

According to Bandura (1994), environmental factors, such as family, peers, and school have a vital role in affecting the development of self-efficacy beliefs of people. Of these factors, family, especially parents through their parenting styles, exerts the most important effect in fostering self-efficacy beliefs in their children, adolescents, and young adults. It is evident that the type of parenting style parents employ in rearing their children, adolescents, and young adults is a significant- antecedent for the development of self-efficacy beliefs of their children, adolescents, and young adults. That is, a family environment created by a particular parenting style can have a crucial effect on the self-efficacy beliefs of the children, adolescents, and young adults. Parents can affect the development of self-efficacy beliefs in their children, adolescents, and young adults directly and indirectly.

Various studies have demonstrated that, irrespective of students' sex, parenting styles had a significant and positive direct effect on academic self-efficacy (Abesha, 2012). A positive relationship between authoritative parenting style and academic self-efficacy while a negative relationship was found between authoritarian and permissive parenting styles (Dehyadegary et. al., 2012)

STATEMENT OF THE PROBLEM

“Academic Self-efficacy in relation to Parenting Styles of senior secondary school students of Haryana”

OBJECTIVES

1. To find the relationship between Academic Self-efficacy and Authoritative Parenting Style of male and female senior secondary school students.
2. To find relationship between Academic Self-efficacy and Authoritarian Parenting Style of male and female senior secondary school students.
3. To find the relationship between Academic Self-efficacy and Permissive Parenting Style of male and female senior secondary school students.
4. To find the relationship between Academic Self-efficacy and Neglectful Parenting Style of male and female senior secondary school students.

HYPOTHESES OF THE STUDY

In the present study, following hypotheses were formulated

1. There is no significant relationship between Academic Self-efficacy and Authoritative Parenting Style of male and female senior secondary school students.
2. There is no significant relationship between Academic Self-efficacy and Authoritarian Parenting Style of male and female senior secondary school students.
3. There is no significant relationship between Academic Self-efficacy and Permissive Parenting Style of male and female senior secondary school students.
4. There is no significant relationship between Academic Self-efficacy and Neglectful Parenting Style of male and female senior secondary school students.

SAMPLE OF THE STUDY

The investigator decided to choose a representative sample of 404 students through the technique of stratified random sampling. This has been done by selecting 5 districts from Haryana from five zones East, West, North, South and central randomly. Subjects were selected from each representative district i.e. Ambala, Gurgaon, Hisar, Mohindergarh and Rohtak of each all five zones i.e. east, west, north, south and central with the help of Stratified random sampling techniques.

TOOLS USED IN STUDY

The following tools were used in the present study-

Academic Self-efficacy Scale (ASESA) developed by Bhaker and Pasricha (2016) was used to measure Academic Self-efficacy which is meant for students in the age group of 12-17 years studying in secondary and senior secondary classes in Indian schools. The scale is categorized into **five** sub-scales. The scale consists of 36 items in all. Each item is provided with five alternatives. . A high score on the scale indicates high Academic self-efficacy, while a low score on the scale indicates low Academic self-efficacy.

Parenting Styles Scale (PSsS), Lamborn et al. (1991):-Parenting Styles scale, developed by Lamborn et al., based on Maccoby and Martin's (1983) revision of Baumrind's (1967, 1971) parenting style conceptual framework, was adapted to measure parenting styles. This scale consisted of 25 questions in which students were asked to rate their parents in terms of two dimensions i. e. Acceptance/involvement and Strictness/supervision.

RESULTS

Academic Self-efficacy and Authoritative Parenting Style of male and female senior secondary school students.

In the pursuance of the objective 1 i.e. “To find the relationship between Academic Self-efficacy and Authoritative Parenting Style of male and female senior secondary school students”, the Pearson’s product moment correlation of the two variables of the sample have been calculated, as given in table 1

Table 1: Relationship of Academic Self-Efficacy and Authoritative Parenting Style

Variables	Size of the Sample (N)	Correlation Coefficient (r)	Level of Significance
Academic Self-efficacy Vs Authoritative Parenting Style	117	0.084	P > .05 Level NS
Academic Self-efficacy (Male) Vs Authoritative Parenting Style (Male)	55	0.062	P > .05 Level NS
Academic Self-efficacy (Female) Vs Authoritative Parenting Style (Female)	62	0.037	P > .05 Level NS

It may be revealed from the Table- 1 that the value of coefficient of correlation between Academic self-efficacy and Authoritative Parenting style of Senior Secondary School students is 0.084. It represents a non-significant **relationship** between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic self-efficacy and Authoritative Parenting style of senior secondary school students are not significantly related to each other.

The value of coefficient of correlation between Academic self-efficacy and Authoritative Parenting style of male Senior Secondary School students is 0.062. It represents a non-significant relationship between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic self-efficacy and Authoritative Parenting style of male Senior Secondary Schools Students are not significantly related to each other.

The value of coefficient of correlation between Academic self-efficacy and Authoritative Parenting style of female Senior Secondary School students is 0.037. It represents a non-significant relationship between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic self-efficacy and Authoritative Parenting style of female Senior Secondary Schools Students are not significantly related to each other.

Academic Self-efficacy and Authoritarian Parenting Style of male and female senior secondary school students

In the pursuance of the objective 2 i.e. “To find relationship between Academic Self-efficacy and Authoritarian Parenting Style of male and female senior secondary school students”, the Pearson’s product moment correlation of the two variables of the sample have been calculated, as given in table 2

Table 2: Relationship of Academic Self-Efficacy and Authoritarian Parenting Style

Variables	Size of the Sample (N)	Correlation Coefficient (r)	Level of Significance
Academic Self-efficacy Vs Authoritarian Parenting Style	85	0.216*	P < .05 Level
Academic Self-efficacy (Male) Vs Authoritarian Parenting Style (Male)	48	0.336*	P < .05 Level
Academic Self-efficacy (Female) Vs Authoritarian Parenting Style (Female)	37	0.060	P > .05 Level NS

It may be revealed from the Table- 2 that the value of coefficient of correlation between Academic self-efficacy and Authoritarian Parenting style of Senior Secondary School students is 0.216. It represents a significant **relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .05 levels of significance. It seems fair to interpret that the Academic self-efficacy and Authoritarian Parenting style are significantly correlated to each other. Thus, it implies that a significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Authoritarian Parenting style of Senior Secondary School students.

The value of coefficient of correlation between Academic self-efficacy and Authoritarian Parenting style of male Senior Secondary School students is 0.336. It represents a significant positive **relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .05 levels of significance. It seems fair to interpret that the Academic self-efficacy and Authoritarian Parenting style of male senior Secondary School students are significantly correlated to each other. Thus, it implies that a significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Authoritarian Parenting style of male Senior Secondary School students.

The value of coefficient of correlation between Academic Self-efficacy and Authoritarian Parenting style of female Senior Secondary School students is 0.060. It

represents a **non-significant** relationship between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic self-efficacy and Authoritarian Parenting style of female Senior Secondary Schools Students are not related to each other.

Academic Self-efficacy and Permissive Parenting Style of male and female senior secondary school students

In the pursuance of the objective 3 i.e. “To find relationship between Academic Self-efficacy and Permissive Parenting Style of male and female senior secondary school students”, the Pearson’s product moment correlation of the two variables of the sample have been calculated, as given in table 3

Table 3: Relationship of Academic Self-Efficacy and Permissive Parenting Style

Variables	Size of the Sample (N)	Correlation Coefficient (r)	Level of Significance
Academic Self-efficacy Vs Permissive Parenting Style	88	0.350**	P < .01 Level
Academic Self-efficacy (Male) Vs Permissive Parenting Style (Male)	55	0.450**	P < .01 Level
Academic Self-efficacy (Female) Vs Permissive Parenting Style (Female)	33	0.253	P > .05 Level NS

It may be revealed from the Table-3 that the value of coefficient of correlation between Academic self-efficacy and Permissive Parenting style of Senior Secondary School students is 0.350. It represents a significant positive **relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .01 levels of significance. It seems fair to interpret that the Academic self-efficacy and Permissive Parenting style are significantly correlated to each other. Thus, it implies that a significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Permissive Parenting style of Senior Secondary School students.

The value of coefficient of correlation between Academic self-efficacy and Permissive Parenting style of male Senior Secondary School students is 0.450. It represents a significant positive **relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .01 levels of significance. It seems fair to interpret that the Academic self-efficacy and Permissive Parenting style of male senior Secondary School

students are significantly correlated to each other. Thus, it implies that a significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Permissive Parenting style of male Senior Secondary School students.

The value of coefficient of correlation between Academic self-efficacy and Permissive Parenting style of female Senior Secondary School students is 0.253. It represents a **non-significant relationship** between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic self-efficacy and Permissive Parenting style of female Senior Secondary Schools Students are not related to each other.

Academic Self-efficacy and Permissive Parenting Style of male and female senior secondary school students

In the pursuance of the objective 4, i.e. “To find relationship between Academic Self-efficacy and Permissive Parenting Style of male and female senior secondary school students”, the Pearson’s product moment correlation of the two variables of the sample have been calculated, as given in table 4.

Table 4: Relationship of Academic Self-Efficacy and Neglectful Parenting Style

Variables	Size of the Sample (N)	Correlation Coefficient (r)	Level of Significance
Academic Self-efficacy Vs Neglectful Parenting Style	114	0.239*	P < .05 Level
Academic Self-efficacy (Male) Vs Neglectful Parenting Style (Male)	65	0.330**	P < .01 Level
Academic Self-efficacy (Female) Vs Neglectful Parenting Style (Female)	49	0.014	P > .05 Level NS

It may be revealed from the Table-4 that the value of coefficient of correlation between Academic self-efficacy and Neglectful Parenting style of Senior Secondary School students is 0.239. It represents a significant positive **relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .05 levels of significance. It seems fair to interpret that the Academic self-efficacy and Neglectful Parenting style are significantly correlated to each other. Thus, it implies that a significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Neglectful Parenting style of Senior Secondary School students.

The value of coefficient of correlation between Academic self-efficacy and Neglectful Parenting style of male Senior Secondary School students is 0.330. It represents a **positive significant relationship** between the two variables. The obtained coefficient of correlation is found to be significant at .01 levels of significance. It seems fair to interpret that the Academic self-efficacy and Neglectful Parenting style of male Senior Secondary Schools Students are not related to each other. Thus, it implies that a significant bond of positive correlation exists between these two sets of variables, i.e. Academic Self-efficacy and Neglectful Parenting style of Male Senior Secondary School students.

The value of coefficient of correlation between Academic self-efficacy and Neglectful Parenting style of Female Senior Secondary School students is 0.014. It represents a non-significant **relationship** between the two variables. The obtained coefficient of correlation is found to be non-significant at both the levels of significance. It seems fair to interpret that the Academic self-efficacy and Neglectful Parenting style of Female senior Secondary School students are not related to each other.

CONCLUSION

The study revealed that academic self-efficacy of male students who perceived their parents authoritarian and permissive is significantly positively related to their parenting style. However, Academic Self-efficacy of female students is not effected by their Parenting styles. These findings are contrary to the findings of the studies (Chandler-M, 2006; Rivers, 2008; Shaw,Nancy, Elaine,2008) that revealed authoritative parenting style significantly correlated to academic self-efficacy. However, Burke (2006) found that parenting styles did not significantly associate with the self-efficacy beliefs. The findings of this study have important implications for parents, in particular to support the use of an authoritative parenting style in their child-rearing practices and facilitate the conditions which are essential to foster their children's academic self-efficacy. Parents must introspect their particular roles in creating these connections healthy as for most children; there is a flowing effect in which early family relationships provide essential care for efficiently engaging in peer world.

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